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ABSTRACT

The purpose of the COPES subsystem is the improvement of the quality and availability of occupational education for the disadvantaged student who attends a California community college. The subsystem facilitates achievement of its purpose by: (1) providing easily administered procedures for studying aspects of occupational education related to the disadvantaged student, (2) offering professional assistance in application of the subsystem, (3) encouraging the involvement of many persons with views on a college's services and offerings for the disadvantaged, (4) 3 other methods. Application of the subsystem has seven steps: college decision, preliminary contact, team formation, college orientation, completion of instruments, team site visit, and a written report. A description of the instruments used in the system is presented. (CK)

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COPES

COMMUNITY COLLEGE
OCCUPATIONAL PROGRAMS
EVALUATION SYSTEM

GUIDE

SUBSYSTEM:
DISADVANTAGED

sponsorship:
CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
Sacramento, California

management:
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Los Altos Hills, California

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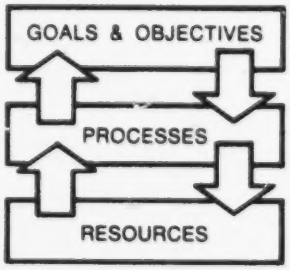
BUSINESS, INDUSTRY AND PUBLIC
REPRESENTATIVES



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Foreword

The Chancellor's Office of the California Community Colleges was happy to be in a position in 1971 to undertake the sponsorship of COPES, which has resulted--among other accomplishments--in the development of a subsystem and the drafting of a guide for evaluation of Community College programs and services for the disadvantaged.

We are appreciative of the countless hours devoted to this important task by the many college and community representatives throughout the state who have been involved.

It is our sincere hope that their efforts will be rewarded by future achievement of educational improvements through application of the subsystem and use of this guide.

We invite suggestions for subsystem and guide refinements so that maximum benefit may be derived by California Community College students...and so that the disadvantaged of today may be assisted to be among the advantaged of tomorrow.

Sidney W. Brossman, Chancellor
California Community Colleges

UNIVERSITY OF CALIF.
LOS ANGELES

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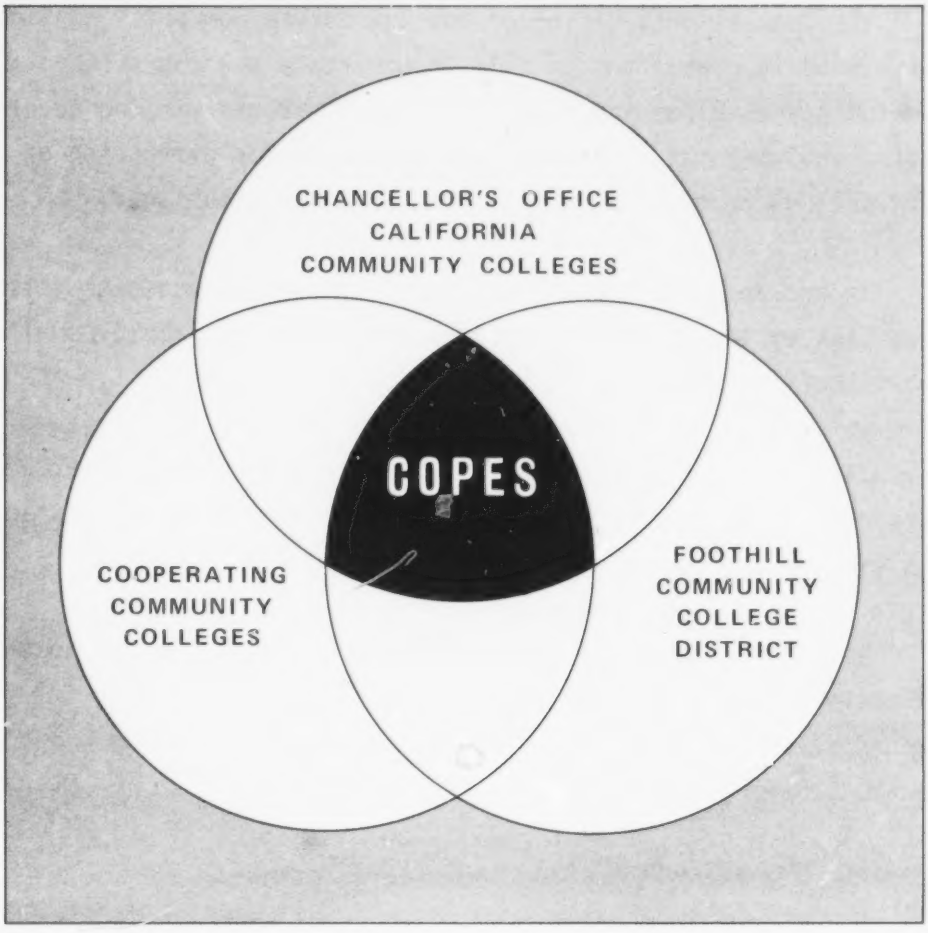
JUNIOR COLLEGE
INFORMATION

COPES COOPERATIVE LEADERSHIP MODEL FOR IMPROVING OCCUPATIONAL EDUCATION



Introduction

Ready for application and further refinement, the COPES subsystem for evaluating programs and services for the disadvantaged represents a cooperative effort between local community colleges in California and the Chancellor's Office.

Teachers, counselors, administrators, students, advisory committee members and other community representatives were involved, both in the developmental and field-testing phases of the project. Most active were the members of the COPES subsystem committee who participated in the testing and/or suggested modifications in procedures and instruments. Under the chairmanship of Arthur N. Cherdack, coordinator of institutional research and development, East Los Angeles College, they included: Edward Alfaro, assistant dean, continuing education, Rancho Santiago Community College District; Rena T. Chilcott, consultant on design and evaluation of programs for the disadvantaged; Clarence W. Mangham, dean of instruction, Contra Costa College; Donald E. Richardson, specialist in extended opportunity programs, Chancellor's Office, California Community Colleges; John Rivers, associate dean of student personnel, Monterey Peninsula College; David V. Robles, deputy director, Economic and Social Opportunity, Inc.; Primo Ruiz, attorney, president of Contra Costa County School Board; and Alfonso C. Urias, specialist in occupational education, Chancellor's Office, California Community Colleges.

Their dedicated work is gratefully acknowledged, as is the wholehearted cooperation of the staffs of the institutions at which the field tests were conducted: Los Angeles Pierce College, College of the Redwoods and Riverside City College.

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COPES SUBSYSTEM: DISADVANTAGED

PURPOSE OF THE SUBSYSTEM

COPES Subsystem: Disadvantaged is a specialized part of COPES (Community College Occupational Programs Evaluation System). It has as its purpose the improvement of the quality and availability of occupational education for the disadvantaged student who attends a California community college.

Modeled on the thoroughly tested, simple and consistent COPES system design, the subsystem facilitates achievement of its purpose by:

- Providing easily administered procedures and instruments for studying aspects of occupational education related to the disadvantaged student.
- Offering competent professional assistance in application of the subsystem.
- Encouraging the involvement of many persons with views on a college's services and occupational offerings for the disadvantaged.
- Identifying strengths and needs for improvement in occupational education for the disadvantaged.
- Establishing a framework for college planning and unified action in implementation of plans.

HOW THE SUBSYSTEM MAY BE USED

Application of COPES Subsystem: Disadvantaged will help a college assess what is in relation to what is desirable in occupational education for the disadvantaged.

The term "disadvantaged" is intended to apply to those persons who have academic, socioeconomic, cultural or other similar handicaps that prevent them from succeeding in occupational programs designed for students without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such special programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons.

The subsystem may be used in conjunction with the overall COPES system, another COPES subsystem (i.e., handicapped, consumer and homemaking education) or separately. It should be noted that while the overall COPES system includes appraisal of programs and services for the disadvantaged, the scope and depth of that appraisal obviously cannot be as extensive as the specially focused evaluation provided by the subsystem.

HOW THIS GUIDE SHOULD BE USED

The COPES Subsystem Guide: Disadvantaged, with procedures and instrumentation, augments the COPES System Guide. Since the System Guide contains important general information not duplicated here, it should be studied together with this guide by any college considering application of the system.

APPLICATION OF COPES SUBSYSTEM: DISADVANTAGED

STEPS IN APPRAISAL

STEP ONE--College Decision

See same step in COPES System Guide.

STEP TWO--Preliminary Contact

See same step in COPES System Guide.

STEP THREE--Team Formation

Where the disadvantaged subsystem is to be used in conjunction with a COPES system appraisal, the COPES site visit team is selected to include at least one member who is either a specialist in the field or trained to apply the disadvantaged subsystem. This member should be expected to perform as a team generalist in addition to the special subsystem assignment. He will spend from 1 to 3 days of his site visit time in coordinating subsystem activities, dependent on the college's magnitude of programs and services for the disadvantaged.

Where the disadvantaged subsystem is to be used independently of a COPES system appraisal, the COPES site visit team will have 1 to 3 members, dependent upon the magnitude of the college's programs and services for the disadvantaged. The chairman of the team should be both (a) trained in the application of the subsystem and (b) employed in his regular work as a specialist in the disadvantaged area. Other team members will be trained in application of the subsystem but not necessarily employed as specialists in the disadvantaged area.

The subsystem specialist on a system appraisal team or the person appointed chairman of a subsystem team becomes, from the time of his appointment, the official liaison representative, concerning application of the subsystem, between the college and all persons outside the district assisting in the study.

STEP FOUR--College Orientation

Where the disadvantaged subsystem is to be used in conjunction with a COPES system appraisal, the orientation and planning visit of the site team chairman includes, in addition to the procedures described under this same step in the COPES System Guide, preparation for the subsystem application, including:

- The schedule for distribution, collection and forwarding of subsystem perceptions instruments.
- The detailed schedule for the subsystem aspect of the site visit.
- The specific college materials relating to the disadvantaged that will be included in the package to the subsystem specialist(s) on the team prior to the team visit or be made available during the visit (e.g., organization charts indicating the allocation of responsibilities for occupational education programs and services for the disadvantaged).

Where the disadvantaged subsystem is to be used independently of a COPES system appraisal, the orientation and planning meeting purposes are identical to those described under this same step in the COPES System Guide, except that only subsystem activities and arrangements are discussed.

(See page 11 for orientation procedures.)

STEP FIVE--Completion of Instruments

College personnel and others in the district participating in the subsystem application complete and return their perceptions instruments. (These instruments are briefly described on page 8 and are shown in the instrumentation section of this guide.)

Except for Form D-1, which is the official college position, all subsystem instrument responses are confidential. They will therefore be returned in sealed envelopes to the designated college contact for forwarding to a COPES service center, which will tabulate the data in readily usable form.

STEP SIX--Team Site Visit

The general plan and mission of any COPES team site visit is essentially as described under this same step in the COPES System Guide. Prior to the visit, whether the subsystem is being applied in conjunction with the system or independently, each subsystem team member will have received pertinent college materials and the following:

- A copy of Form D-1 (the official College Self-Appraisal of occupational education for the disadvantaged, signed by the president.)
- Computer tabulations of the perceptions of various groups.
- A schedule of site visit activities.

Where the subsystem is applied in conjunction with the system, the subsystem specialist or team is assigned regular functions in the site visit schedule in accordance with the demands of the subsystem schedule. Priority consideration is given to the subsystem assignment and this team member(s) responsibility to validate the college self-appraisal of programs and services for the disadvantaged.

Typically, where the subsystem is applied independently, the site visit will be of 1 to 3 days duration.

Whatever the form of application, delegated subsystem responsibilities during the site visit will include:

- A site team organizational meeting, normally held the evening before visiting the college, and limited to site team members. Specific assignments are determined, and schedules and responsibilities clarified. (Note: Where a single specialist is assigned to apply the subsystem independently of a system appraisal, this organizational meeting may be replaced by a conference with the college person bearing the major direct responsibility for occupational education programs and services for the disadvantaged.)

- One full day or more of data gathering. Included will be such activities as: visit to special facilities and areas provided for the disadvantaged, and in-depth interviews with key teachers, department heads, counselors and administrators. A comprehensive interview should be held with the chief occupational education administrator working with programs and services for the disadvantaged. Illustrative pertinent topics of special relevance as related to the disadvantaged are: instructional materials, learning centers, individualized instruction, counseling and guidance, placement services and follow-up, vertical and horizontal articulation, administrative organization and the role of the chief occupational education administrator, use of community resources including advisory committees, and financial support for programs and services.

- A meeting of the team to prepare the oral presentation to the college. Where the subsystem is applied in

conjunction with the system, the subsystem specialist(s) will synthesize perceptions of all team members, utilizing Form D-7 (Summary Profile by Site Visit Team). Where the subsystem is applied independently, team members will reach a consensus on their perceptions of various aspects of the support services and occupational programs provided for the disadvantaged (again utilizing Form D-7). These perceptions will be related to the college's official self-appraisal as well as to the perceptions of participating groups. Concurrences and disparities will be noted and used as the basis for the oral presentation. Team spokesmen will be selected and the presentation agenda planned. Typically, where the subsystem is applied in conjunction with the system, the team member(s) specially designated to apply the subsystem will act as spokesman (or spokesmen) for that portion of the presentation.

- Oral presentation and informal discussion of findings. Where the subsystem is used in conjunction with the system, the oral presentation of the subsystem findings may either be conducted separately or as part of the system presentation, as described under this same step ir the System Guide. Where the subsystem is used independently of the system, this meeting normally will be held with the college president and key members of his staff who have special responsibilities or interests in support services and occupational programs for the disadvantaged, to facilitate a spontaneous interchange of views and clarification of information.

- Written report. Before termination of the site visit, a written report summarizing the oral discussion will be completed in draft form by the person designated for this assignment and provided to the team chairman.

STEP SEVEN--Written Report

Where the subsystem is applied in conjunction with the system, the draft written report will be edited as necessary, prepared in final form and forwarded to the college by the system team chairman as part of the system written report. Where the subsystem is applied independently of the system, the draft written report--after editing and preparation in final form--will be forwarded to the college by the subsystem team chairman.

In either case, the report is for the use of the college leadership in dissemination of the findings and will summarize:

- When and where the oral presentation was held, and who was in attendance.
- Strengths of the college's occupational education support services and instructional programs for the disadvantaged, as perceived by the site visit team.
- Needs for improvement meriting priority consideration.
- Other information deemed constructive.

Appended to the report will be Form D-7 (Summary Profile by Site Visit Team). Other pertinent appendices also will be attached, to include such details as team membership, team site visit activities, sources of information in general terms, and summaries of subsystem perceptions of college staff, students and community representatives.

INSTRUMENTATION

To facilitate its application, COPES Subsystem: Disadvantaged provides several easily used instruments. These include:

- Form D-1, College Self-Appraisal of Occupational Education for the Disadvantaged. Signed by the

president of the college. Represents the official college view of its system for servicing the needs of disadvantaged persons enrolled in occupational programs. Contains basic factual information as well as a self-rating on various aspects of the college's system. Forwarded by college to designated COPES service center. Reproduced by center and distributed to COPES subsystem team member(s) prior to site visit.

- Form D-2, College Occupational Education Professionals' Perceptions. Completed by occupational education teachers, department heads and division chairmen. Provides their perceptions of programs and services for the disadvantaged at the college from viewpoint of their programs or clusters of programs. Returned to designate at college in sealed envelope. Forwarded unopened to COPES service center for tabulation. Results furnished to COPES subsystem team member(s) prior to site visit.

- Form D-3, College Generalists' Perceptions. Completed by persons at the college who look at occupational education from the viewpoint of a generalist--such as dean of instruction, dean of student services, chief occupational education administrator, and counselors. Returned to designate at college in sealed envelope. Forwarded unopened to COPES service center for tabulation. Results furnished to COPES subsystem team members prior to site visit.

- Note: No Form 4 in subsystem.

- Form D-5, College Students' Perceptions. Short form which provides students in occupational education an opportunity to express their views of the programs and services for the disadvantaged. Returned to designate at college in sealed envelope by class. Forwarded unopened to COPES service center for tabulation. Results distributed to

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COPES subsystem team specialist(s) prior to site visit.

- Form D-6, Advisory Committee Members' Perceptions. Short form designed to obtain views of college advisory committee(s) for the disadvantaged. Returned to designate at college in sealed envelope. Forwarded unopened to COPES service center for tabulation. Results distributed to COPES subsystem team member(s) prior to site visit.
- Form D-7, Summary Profile by Site Visit Team. Used by site visit team in summarizing their perceptions of various aspects of programs and services for the disadvantaged at the college. Used as basis for oral presentation to the college. Appended to site visit written report to college president.
- Form 8, Information Gathering Sheet. For use by COPES subsystem team member(s) for taking notes during site visit. (See COPES System Instrumentation.)
- Form D-A (23). Computer tabulation showing distribution of responses by item on Forms D-2 and D-3. Prepared by COPES service center. Form D-2 respondents grouped into occupational clusters (e.g., health occupations, distributive education, consumer and homemaking education). Form D-3 respondents tabulated as administrators and counselors. Computer runs reduced to 8-1/2 by 11 size and distributed to COPES subsystem team prior to site visit.
- Form D-A Summary (123). Computer tabulation showing distribution of responses by item on Forms D-1, D-2 and D-3. Prepared by COPES service center. Only totals for occupational and administrator/counselor respondents shown. Considered nonconfidential. Available to college

administration and other participant groups. Appended to written report to college.

- Form D-B (7-123). Computer tabulation profiling intervals of median response by item from College Self-Appraisal (Form D-1), occupational education professional staff (Form D-2), and administrators and counselors (Form D-3). Prepared by COPES service center. Computer runs reduced to 8-1/2 by 11 size and distributed to COPES subsystem team member(s) prior to site visit.

ORIENTATION

Where the subsystem is applied in conjunction with the system, it is desirable to add to the procedures suggested under this same heading in the COPES System Guide a separate orientation session for the college professional staff who will be completing detailed perceptions instruments (Forms D-1, D-2, D-3) and may be interviewed in depth during the subsequent site visit. Typically these professional staff include:

- Staff with special responsibilities for disadvantaged students.
- Occupational education teachers, department heads and division chairmen.
- Counselors.
- College general administrators, including directors and general coordinators of occupational education.

Preferably this separate session should be conducted by the site visit chairman during his orientation visit. Subsequent presentations, if desired, may be made by a designate at the college.

Other types of orientation as proposed under this same heading in the COPES System Guide may also be utilized for persons involved in the process in lesser detail, as well as for college staff not involved.

Where the subsystem is applied independently of the system, it is equally important to assure that orientation be thorough and sufficiently widespread. For example, members of the college professional staff who will be most directly involved through perceptions instruments and interviews should be shown both the general COPES slide presentation (see under this same heading in the COPES System Guide) and the COPES subsystem slide presentation.

ACTION BY COLLEGE

As with the overall COPES system, so with this subsystem: The purpose of self-study is action, if improvement is indicated. Action by the college as a result of COPES' findings is a local responsibility. It is assumed that these findings will be reflected in the district's one-year and five-year plans for vocational education as well as other constructive planning and action which may be advantageous to the college.

TIME GUIDELINES IN SCHEDULING

The convenient scheduling of the seven steps of COPES requires 65 working days or about three months, whether the subsystem is applied in conjunction with the system or separately. The elapsed days from Step 1 for each of the succeeding steps are shown on page 13. This scheduling guideline suggests that, except under unusual circumstances, a request should not be made after February 1 for COPES assistance in that academic year. Ideally a college should make its request prior to or early in an academic year.

COPES SCHEDULING GUIDELINES

Step	Action	Maximum Elapsed Days* From Request
1	College request for assistance on self-appraisal	0
2	Initial planning of COPES subsystem activities with chief college administrator	5
3	Appointment of COPES site visit team	10
4	Orientation and planning visit to college by site visit chairman	20
5	Completion and return of perceptions instruments to COPES service center	35
6	Site visit and oral presentation by site visit team	55
7	Written summary of oral presentation.	65

* Based on 5-day work week.

PARTICIPANT TIME REQUIREMENTS

The amount of time required of college participants in applying the subsystem has not been sufficiently field-tested to provide accurate estimates. It will depend upon the extent to which the college desires to involve teachers, administrators and counselors, students, and community representatives in this subsystem appraisal. Because fewer total people will be involved, the total amount of time should be substantially less than for the COPES overall system. Tested

individual participant time requirements relating to the overall system appear in the COPES GUIDE describing the system.

INSTRUMENTS
COPES Subsystem: Disadvantaged

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES

FOR THE DISADVANTAGED

This form, when completed by the president of the college, or his designate, and signed by the president, will represent the official college view of its system for servicing the needs of disadvantaged students enrolled in occupational programs.

The form consists of two parts:

Part I - Basic factual information

Part II - Self-rating on various aspects of the college's system

In both parts the response format is organized into the major components of the Community College Occupational Programs Evaluation System (COPES), namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

Your candid responses on items contained in this information request, as well as your supplementary comments, will be of great help in the evaluation effort and the resulting suggestions for improvement. When *poor* through *excellent* responses are requested, *poor* ratings should be given on items which in your judgment are totally inadequate, *excellent* ratings on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. *Good* is a strong rating, and *acceptable* one which is adequate in terms of current practice but is neither strong nor seriously below expectations.

The information you provide will be distributed on a confidential basis to the COPES subsystem site visit team member(s) prior to the visit to your campus. It will be used as background for interviewing and study of pertinent materials during the visit.

Since the information represents the official college position, this cover page should be signed by the person completing this form and by the college president.

Thank you for your cooperation in the interest of quality occupational education programs and services for the disadvantaged.

Person Completing This Form:

_____ (Signature) _____ (Title)

_____ (College) _____ (Date)

President:

_____ (Signature) _____ (Title)

_____ (College) _____ (Date)

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PART I

BASIC INFORMATION

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

GOALS AND MEASURABLE PROGRAM OBJECTIVES

A-1 To what extent has the college developed goals and measurable objectives for specific occupational programs and services for the disadvantaged?

(1) ____Established in every occupational program and service area
(2) ____Established in over 75% of occupational programs and service areas
(3) ____Over half
(4) ____Over 25%
(5) ____Less than 25%
(6) ____None
(7) ____Don't Know

A-2 What methods are used in obtaining information on jobouts, completions and placements of former disadvantaged students enrolled at your college?

A-3 What measures are used to determine job success of former disadvantaged students and how is the information collected and recorded? Please respond concisely below. Use additional sheets if required.

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: INSTRUCTIONAL PROGRAMS

B-1 What was the enrollment of disadvantaged students in occupational education programs at the initial attendance report period of this year?

Full Time _____ Part Time _____ Total _____

B-2 What percentage of the students enrolled in occupational education programs have been identified as disadvantaged? _____

B-3 How were these students identified as disadvantaged? _____

_____

B-4 What was the total enrollment of disadvantaged students enrolled in modified occupational educational programs?* _____

B-5 Considering available data, how has the proportion of disadvantaged students in occupational education changed?

Changed from____% in_____(year) to_____% at the initial attendance report period this year.

B-6 What occupational education programs or services (not courses) for disadvantaged students have been initiated at your college?

B-7 How would you rate the coordination of programs and services for the disadvantaged with the following major planning agencies and organizations in the area?

Planning Agency	Excellent	Good	Acceptable	Below Expectations	Poor	Don't Know
Veterans Administration						
Human Resources Development						
County Welfare						
Manpower Area Planning Committees						
Other (specify)						

B-8 How would you rate the coordination of programs and services for the disadvantaged with the following educational organizations in the area?

Educational Organization	Excellent	Good	Acceptable	Below Expectations	Poor	Don't Know
High Schools						
Other community colleges						
ROC's and/or ROP's						
Proprietary Schools						
Other (specify)						

*Special occupational programs designed for disadvantaged students who are not succeeding or cannot succeed in regular occupational programs (e.g., prevocational programs, developmental or skill classes not part of a regular vocational program)

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: SUPPORT PROCESSES

C-1 To what extent are your occupational education programs and services for the disadvantaged being conducted in accordance with your district plan? Please check only one response.

a. ____No difference between plan and practice. b.____Only minor differences. c.____ Major differences.

If b or c, please state the difference concisely.

C-2 Describe your operational definition of a disadvantaged student.

C-3 Does your operational definition conform to the federal guidelines for identification presented in the California State Plan for Vocational Education?

(1)_____Yes (2)_____No (3)_____Somewhat (4)_____Don't Know.
If you checked (2) or (3), please explain where the differences exist.

C-4 How would you rate your efforts to identify and classify students as disadvantaged using the following methods?

Method	Excellent	Good	Acceptable	Below Expectations	Poor	Don't Know
Academically disadvantaged (general educational deficiency, e.g., language, reading, writing, computational)						
Socioeconmic or other non-academic effect (e.g.,hostile or defiant attitudes, passive or apathetic attitudes)						
Economically disadvantaged (e.g.,geographical isolation, needs economic assistance, unemployed or underemployed)						
Other remedial effects (please explain)						

C-5 To what extent do you use ethnic and/or financial need as an indicator to identify disadvantaged students?

_____Almost exclusively _____Occasionally _____Not at all
_____To a large degree _____To a small degree _____Don't know

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES – DISTRICT

D-1 At the initial attendance report period of this year, how many occupational staff were assigned to work specifically in disadvantaged programs and/or service positions at your college?

a. Disadvantaged Programs and Services

Staff	Full Time	Part Time
Administrators and Coordinators		
Counselors		
Instructors		
Secretarial and Clerical		
Instructional Paraprofessionals (including tutors)		
Other Classified		
Other (specify)		
Total		

b. Please list the distribution of occupational education staff assigned to programs and services for disadvantaged students, using the following format.

Assignment (Title)	Staff	
	Full-Time	Part-Time

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES – DISTRICT (Continued)

D-2 What was the operating budget for the 15% set-aside VEA funds for the disadvantaged last year?

$_____

Please provide an attachment showing how these 15% set-aside funds were spent last year.

D-3 How would you rate the commitment the following groups have demonstrated in support of disadvantaged programs and services in occupational education at your college?

a.

Group	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
Board						
Administration						
Faculty						
Community						

b. What evidences are there of this commitment? (Please use an additional sheet if necessary.)

(1) Board:

(2) Administration:

(3) Faculty:

(4) Community:

c. What evidences are there, if any, of a lack of commitment: (Please use an additional sheet if necessary.)

(1) Board:

(2) Administration:

(3) Faculty:

(4) Community:

D-4 How would you rate the effectiveness of the college in obtaining contributions of equipment and/or funds for occupational education programs and services for the disadvantaged from labor, business, industry, and the professions?

_____Poor _____Below Expectations _____Acceptable _____Good _____Excellent _____Don't Know

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES – DISTRICT (Continued)

What are the evidences of this support in recent years? Please state concisely in space below and/or on additional sheet if required.

D-5 How would you rate the degree to which disadvantaged students have been employed by local business and industrial firms?

_____Poor _____Below Expectations _____Acceptable _____Good _____Excellent _____Don't Know

What recent employment trends support your ratings above?

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PART II

SELF - RATING

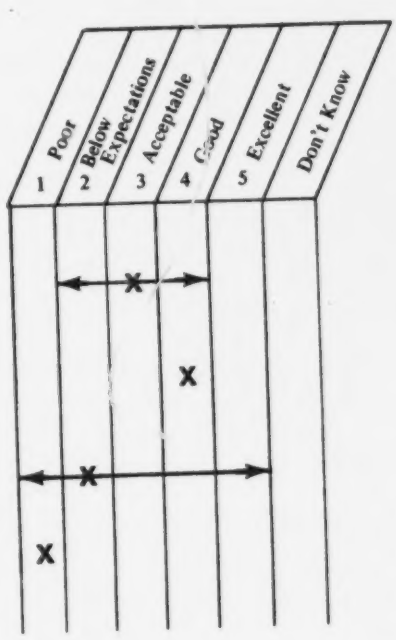
COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

On the following pages, the college administration is requested to self-rate various aspects of its programs and services for disadvantaged persons enrolled in occupational education.

On some items substantial variation may exist among programs, departments or divisions. On these items, the respondent may, in addition to giving an overall rating, also desire to indicate his judgment of the perceived variation, as follows.

EXAMPLES



Specific goals and objectives for the recruitment and retention of disadvantaged students into/in occupational programs.

Administration's commitment to occupational education for the disadvantaged.

Emphasis upon occupational education counseling and guidance for the disadvantaged.

Systematic follow-up of disadvantaged students who have completed occupational programs.

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

GOALS AND MEASURABLE PROGRAM OBJECTIVES

			Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know
1.1	Specific goals and objectives for occupational education programs and services for the disadvantaged.	16							
1.2	Specific goals and objectives for the recruitment and retention of disadvantaged student into/in occupational programs.	17							
1.3	Relation of recruitment rate for disadvantaged students in occupational programs to stated goals for recruitment.	18							
1.4	Relation of retention rate for disadvantaged students in occupational programs to stated goals for retention.	19							
1.5	Disadvantaged student completions in relation to enrollments including jobouts (e.g., disadvantaged students leaving school for employment in field of preparation prior to completing program of studies).	20							
1.6	Disadvantaged student placements (employment or related advanced education) in relation to completions.	21							
1.7	Information on job success of former disadvantaged students in field of preparation.	22							

PROCESSES: INSTRUCTIONAL PROGRAMS

		23							
2.1	Coordination of programs and services for the disadvantaged with other planning organizations and agencies in the area (e.g., Veterans Administration, H.R.D., Manpower Area Planning Committees, County Welfare).	24							
2.2	Coordination of programs and services for the disadvantaged with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers.)	25							
2.3	Specific provisions for modified programs for disadvantaged occupational students who are not enrolled in any regular occupational program (e.g., developmental or skill classes not part of a regular vocational program, pre-vocational classes).	26							

PROCESSES: SUPPORT PROCESSES

		27							
3.1	Administration's commitment to occupational education for the disadvantaged.	28							
3.2	Organization for effective coordination and direction of occupational education for the disadvantaged.	29							
3.3	Status of key person(s) in charge of disadvantaged programs and services on the college "administration team."	30							

Please disregard. To be used for data processing.

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: SUPPORT PROCESSES (continued)

3.4	Awareness of college's occupational education goals for the disadvantaged by all faculty and staff.	31
3.5	Emphasis upon occupational education, counseling and guidance for the disadvantaged.	32
3.6	Systematic follow-up of disadvantaged students (e.g., students completing programs, dropouts, transfers).	33
3.7	Systematic periodic review of programs and services for the disadvantaged.	34
3.8	Provision for special services to assist disadvantaged students in occupational programs (e.g., tutoring, bilingual instruction, transportation services, financial aid).	35
3.9	Coordination of disadvantaged programs and services with other organizations on campus (e.g., EOP, NYC, MECHA, student clubs).	36
3.10	Curriculum development to provide disadvantaged students with individualized programs (e.g., orientation programs, individualized learning programs, research projects).	37
3.11	Systematic valid methods used in identification of disadvantaged students.	38

Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know
31						
32						
33						
34						
35						
36						
37						
38						

RESOURCES

4.1	Qualifications of coordinator(s) and/or director(s) in charge of administering occupational programs and services for the disadvantages.	40
4.2	Qualifications of occupational education staff working with the disadvantaged.	41
4.3	Number of staff necessary for effective program and service implementation.	42
4.4	Provision for in-service education opportunities for occupational faculty and staff working with disadvantaged students (e.g., teacher training programs, special institutes, seminars, workshops and conference).	43
4.5	Availability and utilization of instructional facilities for the disadvantaged (e.g., mobile units, learning centers, classrooms).	44
4.6	Availability and utilization of special instructional materials for the disadvantaged (e.g., special textbooks, reference books, visual aids, mock-ups).	45

39						
40						
41						
42						
43						
44						
45						

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

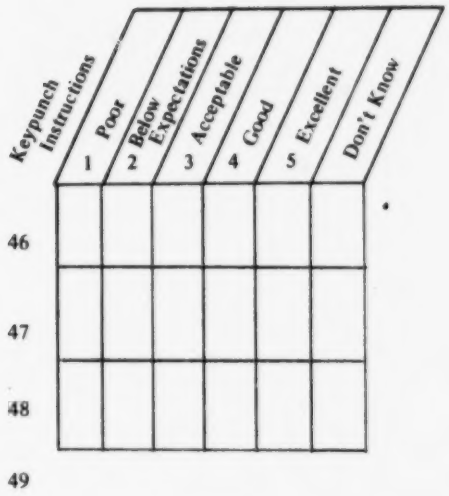
COLLEGE SELF-APPRAISAL

RESOURCES (continued)

4.7 Participation of advisory committee(s) for the disadvantaged in shaping programs and services.

4.8 Staff development of innovative techniques and creative approaches to teaching, counseling and tutoring of the disadvantaged.

4.9 Adequacy of information system informing disadvantaged students of available programs and services.



COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

Please answer the following: (Use extra sheets, if necessary.)

1. What are the chief occupational education strengths of your college as related to the disadvantaged?

2. What are the needed major improvements, if any, in occupational education for the disadvantaged at your college and what action is required to achieve these improvements?

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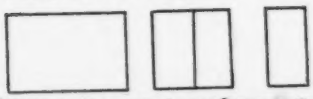


COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

OCCUPATIONAL EDUCATION PROFESSIONALS' PERCEPTIONS OF COLLEGE PROGRAMS AND SERVICES IN THEIR FIELDS FOR THE DISADVANTAGED

Your college has requested appraisal of its occupational education programs and services for the disadvantaged through application of subsystem of the Community College Occupational Programs Evaluation System (COPES).

A particularly important part of the appraisal process is the obtaining and synthesizing of the views and perceptions of professionals at the college who are directly involved in occupational education as teachers, department heads and division chairmen.

This form is designed to obtain your perceptions of college programs and services for the disadvantaged in your field(s). Your candid rating of the items contained in this information request, as well as your supplementary comments, will be of great help in the evaluation effort and the resulting suggestions for improvement.

The information you provide will be strictly confidential. It will be seen only by COPES research members responsible for tabulating the information. When tabulations are complete, your information sheets will be destroyed.

Please do not sign this form. But please do be sure to provide the identification requested for purposes of tabulation.

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROFESSIONALS

INSTRUCTIONS TO RESPONDENTS

On the following pages you are asked to give your perceptions of your college's programs and services for the disadvantaged students enrolled in your occupational education program (e.g., registered nursing or data processing). Persons responsible for coordination of several programs should respond for their cluster (e.g., health occupations or business education).

"Disadvantaged students" are those who have academic, socioeconomic, cultural or other similar handicaps that prevent them from succeeding in occupational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such special programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons.

The items you are asked to rate are grouped into the major COPES components, namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

We shall appreciate your rating these items by checking your best judgment on a five-point scale ranging from ***poor*** to ***excellent***. Only check one answer per item, but be sure to check every item so information from your college will be complete. ***Don't know***, ***not applicable*** and ***none*** columns are provided for checking when one of these responses is appropriate.

Poor ratings should be given on items which in your judgment are totally inadequate, ***excellent*** ratings on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. ***Good*** is a strong rating, and ***acceptable*** one which is adequate in terms of current practice but is neither strong nor seriously below expectations.

In brief, ratings are relative to what you consider to be typical current practice. It is important to remember that:

- These are your perceptions. Therefore, this instrument should not be discussed with anyone else prior to your completing it.
- Your first impression probably is best and should be used in your rating.
- At the end of the instrument, you will have an opportunity to elaborate on factors you consider particularly important.
- Your responses are strictly confidential. Your responses will be forwarded unopened to the COPES Service Center for tabulation. Responses are grouped to insure confidentiality.

THANK YOU FOR YOUR COOPERATION.

PLEASE IDENTIFY YOUR POSITION, YOUR OCCUPATIONAL PROGRAM OR CLUSTER, AND THE COURSES YOU TEACH BELOW OR YOUR TIME AND IDEAS WILL BE LOST TO US. CHECK ONLY ONE POSITION, WHICH SHOULD REPRESENT YOUR AREA OF PRIMARY RESPONSIBILITY. IDENTIFY YOUR OCCUPATIONAL PROGRAM (e.g., Registered Nursing, Data Processing) OR YOUR OCCUPATIONAL CLUSTER (e.g., Health Occupations, Business Education).

_____ DIVISION CHAIRMAN
(Specify cluster) _____

_____ DEPARTMENT CHAIRMAN
(Specify program) _____

_____ INSTRUCTOR
(Specify program) _____

_____ OTHER (specify) _____

_____

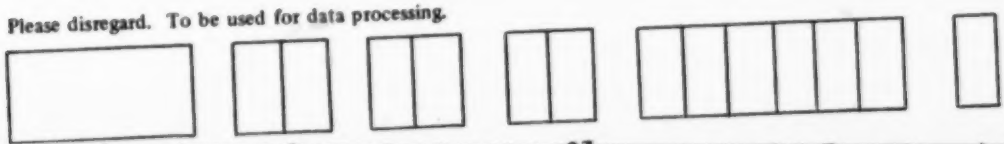
IF YOU TEACH, PLEASE LIST BY CATALOG TITLE THE COURSES YOU ARE CURRENTLY TEACHING:

Catalog Title	Units

COLLEGE _____

DATE _____

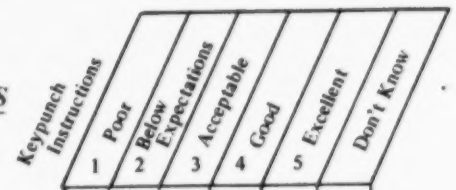
Please disregard. To be used for data processing.



5/9/73

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROFESSIONALS



GOALS AND MEASURABLE PROGRAM OBJECTIVES–Your Program(s)*

16 1.1 Specific goals and objectives for occupational education programs and services for the disadvantaged.

17 1.2 Specific goals and objectives for the recruitment and retention of disadvantaged student into/in occupational programs.

18 1.3 Relation of recruitment rate for disadvantaged students in occupational programs to stated goals for recruitment.

19 1.4 Relation of retention rate for disadvantaged students in occupational programs to stated goals for retention.

20 1.5 Disadvantaged student completions in relation to enrollments including jobouts (e.g., disadvantaged students leaving school for employment in field of preparation prior to completing program of studies).

21 1.6 Disadvantaged student placements (employment or related advanced education) in relation to completions.

22 1.7 Information on job success of former disadvantaged students in field of preparation.

PROCESSES: INSTRUCTIONAL PROGRAMS–Your Program(s)

23 2.1 Coordination of programs and services for the disadvantaged with other planning organizations and agencies in the area (e.g., Veterans Administration, H.R.D., Manpower Area Planning Committees, County Welfare).

24 2,2 Coordination of programs and services for the disadvantaged with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers.)

25 2.3 Specific provisions for modified programs for disadvantaged occupational students who are not enrolled in any regular occupational program (e.g., developmental or skill classes not part of a regular vocational program, pre-vocational classes).

PROCESSES: SUPPORT PROCESSES–Your Program(s)

26 3.1 Administration's commitment to occupational education for the disadvantaged.

27 3.2 Organization for effective coordination and direction of occupational education for the disadvantaged.

28 3.3 Status of key person(s) in charge of disadvantaged programs and services on the college "administration team."

29

30

*Persons responding for a cluster of programs will substitute cluster wherever program is used.

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROFESSIONALS

Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know

PROCESSES: SUPPORT PROCESSES--Your Program(s) (continued)

3.4	Awareness of college's occupational education goals for the disadvantaged by all faculty and staff.	31
3.5	Emphasis upon occupational education, counseling and guidance for the disadvantaged.	32
3.6	Systematic follow-up of disadvantaged students (e.g., students completing programs, dropouts, transfers).	33
3.7	Systematic periodic review of programs and services for the disadvantaged.	34
3.8	Provision for special services to assist disadvantaged students in occupational programs (e.g., tutoring, bilingual instruction, transportation services, financial aid).	35
3.9	Coordination of disadvantaged programs and services with other organizations on campus (e.g., EOP, NYC, MECHA, student clubs).	36
3.10	Curriculum development to provide disadvantaged students with individualized programs (e.g., orientation programs, individualized learning programs, research projects).	37
3.11	Systematic valid methods used in identification of disadvantaged students.	38

RESOURCES--Your Program(s) 39

4.1	Qualifications of coordinator(s) and/or director(s) in charge of administering occupational programs and services for the disadvantaged.	40
4.2	Qualifications of occupational education staff working with the disadvantaged.	41
4.3	Number of staff necessary for effective program and service implementation.	42
4.4	Provision for in-service education opportunities for occupational faculty and staff working with disadvantaged students (e.g., teacher training programs, special institutes, seminars, workshops and conference).	43
4.5	Availability and utilization of instructional facilities for the disadvantaged (e.g., mobile units, learning centers, classrooms).	44
4.6	Availability and utilization of special instructional materials for the disadvantaged (e.g., special textbooks, reference books, visual aids, mock-ups).	45
4.7	Participation of advisory committee(s) for the disadvantaged in shaping programs and services.	46
4.8	Staff development of innovative techniques and creative approaches to teaching, counseling and tutoring of the disadvantaged.	47
4.9	Adequacy of information system informing disadvantaged students of available programs and services.	48

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COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROFESSIONALS

Please answer the following: (Use back of page and extra sheets, if necessary.)

1. What are the strong points of occupational education programs and services in your field(s) for disadvantaged students at your college?

2. What, if anything, should be done to improve occupational education programs and services in your field(s) for disadvantaged students at your college?

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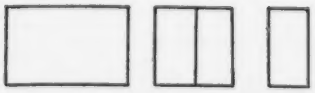

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE GENERALISTS' PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES FOR THE DISADVANTAGED

Your college has requested appraisal of its occupational education programs and services for the disadvantaged through application of a subsystem of the Community College Occupational Programs Evaluation System (COPES).

An important part of the appraisal process is the obtaining and synthesizing of perceptions by professionals of the college who look at occupational education from the viewpoint of a generalist (e.g., college president, dean of instruction, dean of student services, chief occupational education administrator and general counselors).

This form is designed to obtain such perceptions. Your candid rating of the items on following pages, as well as your supplementary comments, will be of great help in the evaluation effort and the resulting suggestions for improvement.

The information you provide will be strictly confidential. It will be seen only by COPES research members responsible for tabulating the information. When tabulations are complete, your information sheets will be destroyed.

Please do not sign this form. But please do be sure to provide the identification requested for purposes of tabulation.

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PERCEPTIONS OF COLLEGE GENERALISTS

INSTRUCTIONS TO RESPONDENTS

On the following pages you are asked to give your perceptions of occupational education programs and services for the disadvantaged in your college. The items you are asked to rate are grouped into the major COPES components, namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

"Disadvantaged" persons are those who have academic, socioeconomic cultural or other similar handicaps that prevent them from succeeding in occupational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such special programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons.

We shall appreciate your rating these items by checking your best judgment on a five-point scale ranging from ***poor*** to ***excellent***. Only check one answer per item, but be sure to check every item so information from your college will be complete. ***Don't know***, ***not applicable*** and ***none*** columns are provided for checking when one of these responses is appropriate.

Poor ratings should be given on items which in your judgment are totally inadequate, ***excellent*** ratings on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. ***Good*** is a strong rating, and ***acceptable*** one which is adequate in terms of current practice but is neither strong nor seriously "below expectations."

In brief, ratings are relative to what you consider to be typical current practice. It is important to remember that:

- These are your perceptions. Therefore, this instrument should not be discussed with anyone else prior to your completing it.
- Your first impression probably is best and should be used in your rating.
- At the end of the instrument, you will have an opportunity to elaborate on factors you consider particularly important.
- Your responses are strictly confidential. Your responses will be forwarded unopened to the COPES Service Center for tabulation. Responses are grouped to insure confidentiality.

THANK YOU FOR YOUR COOPERATION.

IDENTIFY YOUR POSITION BY CHECKING THE PROPER RESPONSE BELOW OR YOUR TIME AND YOUR IDEAS WILL BE LOST TO US. CHECK ONLY ONE ANSWER, WHICH SHOULD REPRESENT YOUR AREA OF PRIMARY RESPONSIBILITY.

_____ COLLEGE OR DISTRICT GENERAL ADMINISTRATOR

_____ COLLEGE OR DISTRICT OCCUPATIONAL EDUCATION DIRECTOR OR COORDINATOR

_____ COUNSELOR

_____ OTHER (SPECIFY)

COLLEGE _____

DATE _____

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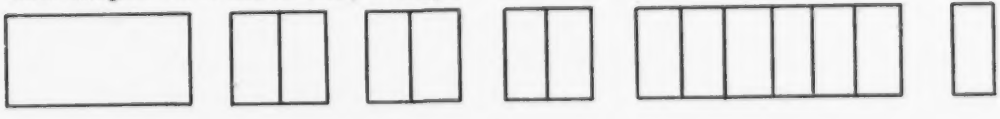

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PERCEPTIONS OF COLLEGE GENERALISTS

Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
GOALS AND MEASURABLE PROGRAM OBJECTIVES--Your College						
16 1.1 Specific goals and objectives for occupational education programs and services for the disadvantaged.						
17 1.2 Specific goals and objectives for the recruitment and retention of disadvantaged student into/in occupational programs.						
18 1.3 Relation of recruitment rate for disadvantaged students in occupational programs to stated goals for recruitment.						
19 1.4 Relation of retention rate for disadvantaged students in occupational programs to stated goals for retention.						
20 1.5 Disadvantaged student completions in relation to enrollments including jobouts (e.g., disadvantaged students leaving school for employment in field of preparation prior to completing program of studies).						
21 1.6 Disadvantaged student placements (employment or related advanced education) in relation to completions.						
22 1.7 Information on job success of former disadvantaged students in field of preparation.						
23 **PROCESSES: INSTRUCTIONAL PROGRAMS--Your College**						
24 2.1 Coordination of programs and services for the disadvantaged with other planning organizations and agencies in the area (e.g., Veterans Administration, H.R.D., Manpower Area Planning Committees, County Welfare).						
25 2.2 Coordination of programs and services for the disadvantaged with other educational organizations in your area (e.g.,high schools, other community colleges, regional occupational centers.)						
26 2.3 Specific provisions for modified programs for disadvantaged occupational students who are not enrolled in any regular occupational program (e.g., developmental or skill classes not part of a regular vocational program, pre-vocational classes).						
27 **PROCESSES: SUPPORT PROCESSES--Your College**						
28 3.1 Administration's commitment to occupational education for the disadvantaged.						
29 3.2 Organization for effective coordination and direction of occupational education for the disadvantaged.						
30 3.3 Status of key person(s) in charge of disadvantaged programs and services on the college "administration team."						
31 3.4 Awareness of college's occupational education goals for the disadvantaged by all faculty and staff.						
32 3.5 Emphasis upon occupational education, counseling and guidance for the disadvantaged.						

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROFESSIONALS

PROCESSES: SUPPORT PROCESSES--Your College (continued)

3.6	Systematic follow-up of disadvantaged students (e.g., students completing programs, dropouts, transfers).	33
3.7	Systematic periodic review of programs and services for the disadvantaged.	34
3.8	Provision for special services to assist disadvantaged students in occupational programs (e.g., tutoring, bilingual instruction, transportation services, financial aid).	35
3.9	Coordination of disadvantaged programs and services with other organizations on campus (e.g.,EOP, NYC, MECHA, student clubs).	36
3.10	Curriculum development to provide disadvantaged students with individualized programs (e.g., orientation programs, individualized learning programs, research projects).	37
3.11	Systematic valid methods used in identification of disadvantaged students.	38

RESOURCES--Your College 39

4.1	Qualifications of coordinator(s) and/or director(s) in charge of administering occupational programs and services for the disadvantaged.	40
4.2	Qualifications of occupational education staff working with the disadvantaged.	41
4.3.	Number of staff necessary for effective program and service implementation.	42
4.4	Provision for in-service education opportunities for occupational faculty and staff working with disadvantaged students (e.g., teacher training programs, special institutes, seminars, workshops and conference).	43
4.5	Availability and utilization of instructional facilities for the disadvantaged (e.g., mobile units, learning centers, classrooms).	44
4.6	Availability and utilization of special instructional materials for the disadvantaged (e.g., special textbooks, reference books, visual aids, mock-ups).	45
4.7	Participation of advisory committee(s) for the disadvantaged in shaping programs and services.	46
4.8	Staff development of innovative techniques and creative approaches to teaching, counseling and tutoring of the disadvantaged.	47
4.9	Adequacy of information system informing disadvantaged students of available programs and services.	48

49

Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PERCEPTIONS OF COLLEGE GENERALISTS

Please answer the following: (Use extra sheets if necessary.)

1. What are the strong points of occupational education programs and services for disadvantaged students at your college?

2. What, if anything, should be done to improve occupational education programs and services for disadvantaged students at your college?

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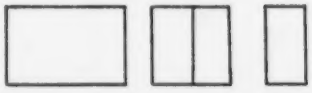

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE STUDENTS' PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES FOR THE DISADVANTAGED

Your college wants to find out how good a job it is doing in providing occupational education programs and services for disadvantaged students.

As you know, the disadvantaged need special assistance to succeed in college because of inadequate earlier education, or for cultural or socioeconomic reasons.

To evaluate disadvantaged programs and services here and on other campuses in the state, the Chancellor's Office of the California Community Colleges has sponsored the development of a special process, which includes finding out what students think.

This form is designed for that purpose. We think student views are very valuable, and we would appreciate your cooperation in providing the information requested on the following pages.

Many thanks!

Confidential

D-5

Name of College _____

What occupation are you studying for _____

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE STUDENTS' PERCEPTIONS

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 or 10 percent.
Poor is totally inadequate, bottom 5 or 10 percent.
Good is a strong rating, top one third.
Below Expectations is only fair, bottom one third.
Acceptable is average, the middle third.

How would you rate the following:

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.	General success of the college in recruiting and retaining disadvantaged students in occupational programs?	16						
2.	Provision for special services to assist disadvantaged students in occupational programs (e.g., tutoring, bilingual instruction, transportation services, financial aid)?	17						
3.	Quality of available services for disadvantaged occupational education students?	18						
4.	Promotion of those available services for the disadvantaged occupational education students within the community?	19						
5.	Administration's commitment to developing and supporting occupational education programs and services for the disadvantaged?	20						
6.	General success of the college in placing disadvantaged students who have completed programs in business or industrial fields?	21						
7.	General success of disadvantaged student graduates when employed in business or industrial field(s)?	22						
8.	Counseling and guidance of disadvantaged students into occupational programs?	23						
9.	Systematic follow-up by the college of disadvantaged occupational graduates?	24						
10.	Systematic valid methods used by the college in identifying disadvantaged students?	25						
11.	Availability and utilization of special instructional materials for the disadvantaged (e.g., special textbooks, reference books, visual aids, mock-ups)?	26						
		27						

Please disregard. To be used for data processing.

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE STUDENTS' PERCEPTIONS

What are the strong points of occupational education programs and services for disadvantaged students at your college?

What, if anything, should be done to improve occupational education programs and services for disadvantaged students at your college?

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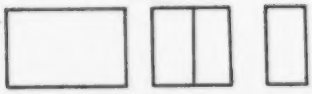

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE ADVISORY COMMITTEE MEMBERS' PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES FOR THE DISADVANTAGED

Your community college is conducting a self-appraisal to determine the effectiveness of its occupational education programs and services for disadvantaged students.

This is an important project because, as you know, the disadvantaged need special assistance to successfully prepare for employment as a result of inadequate previous education, or for cultural or socioeconomic reasons.

For the purposes of such self-appraisals, the Chancellor's Office of the California Community Colleges has sponsored development of a special evaluation process, which includes securing the very valuable views of a college's occupational education advisory committee members.

This form is designed to obtain your views. We would greatly appreciate your cooperation in providing the information requested on the following pages. Since your identity will not be linked with your responses, please do not sign the form. But please do be sure to specify the name of the advisory committee on which you serve.

Many thanks!

Confidential

D-6

Name of College _____

Advisory Committee (specify field)

_____

How long have you been a member of this committee? _____

How often does this committee meet?

_____

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

ADVISORY COMMITTEE MEMBERS' PERCEPTIONS

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 or 10 percent.
Poor is totally inadequate, bottom 5 or 10 percent
Good is a strong rating, top one third.
Below Expectations is only fair, bottom one third.
Acceptable is average, the middle third.

Please answer all questions based on your contact with the college in the capacity of an advisory committee member.

How would you rate the following?

		Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know
1.	General success of the college in recruiting and retaining disadvantaged students in occupational programs?	16						
2.	Provision for special services to assist disadvantaged students in occupational programs (e.g., tutoring, bilingual instruction, transportation services, financial aid)?	17						
3.	Promotion of those available services for the disadvantaged occupational education students within the community?	18						
4.	Administration's commitment to developing and supporting disadvantaged programs and services for the disadvantaged in occupational education?	19						
5.	General success of the college in placing disadvantaged students who have completed programs in business or industrial fields?	20						
6.	General success of disadvantaged student graduates when employed in business or industrial field(s)?	21						
7.	Counseling and guidance of disadvantaged students into occupational programs?	22						
8.	Systematic follow-up by the college of disadvantaged occupational graduates?	23						
9.	Systematic valid methods used by the college in identifying disadvantaged students?	24						
10.	Adequacy of instructional facilities for the disadvantaged (e.g., mobile units, learning centers, classrooms)?	25						
		26						

Please disregard. To be used for data processing.

5/9/73

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What are the strong points of occupational education programs and services for disadvantaged students at your college?

What, if anything, should be done to improve occupational education programs and services for disadvantaged students at your college?

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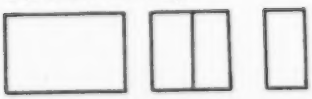

College _____

Date of Report: _____

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SUMMARY PROFILE BY SITE VISIT TEAM

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES FOR THE DISADVANTAGED

GOALS AND MEASURABLE PROGRAM OBJECTIVES

			Keypunch Instructions: 1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
1.1	Specific goals and objectives for occupational education programs and services for the disadvantaged.	16					
1.2	Specific goals and objectives for the recruitment and retention of disadvantaged student into/in occupational programs.	17					
1.3	Relation of recruitment rate for disadvantaged students in occupational programs to stated goals for recruitment.	18					
1.4	Relation of retention rate for disadvantaged students in occupational programs to stated goals for retention.	19					
1.5	Disadvantaged student completions in relation to enrollments including jobouts (e.g., disadvantaged students leaving school for employment in field of preparation prior to completing program of studies).	20					
1.6	Disadvantaged student placements (employment or related advanced education) in relation to completions.	21					
1.7	Information on job success of former disadvantaged students in field of preparation.	22					
PROCESSES: INSTRUCTIONAL PROGRAMS		23					
2.1	Coordination of programs and services for the disadvantaged with other planning organizations and agencies in the area (e.g., Veterans Administration, H.R.D., Manpower Area Planning Committees, County Welfare).	24					
2.2	Coordination of programs and services for the disadvantaged with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers).	25					
2.3	Specific provisions for modified programs for disadvantaged occupational students who are not enrolled in any regular occupational program (e.g., developmental or skill classes not part of a regular vocational program, pre-vocational classes).	26					
PROCESSES: SUPPORT PROCESSES		27					
3.1	Administration's commitment to occupational education for the disadvantaged.	28					
3.2	Organization for effective coordination and direction of occupational education for the disadvantaged.	29					
3.3	Status of key person(s) in charge of disadvantaged programs and services on the college "administration team."	30					

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SUMMARY PROFILE BY SITE VISIT TEAM

PROCESSES: SUPPORT PROCESSES (continued)

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
3.4	Awareness of college's occupational education goals for the disadvantaged by all faculty and staff.	31					
3.5	Emphasis upon occupational education, counseling and guidance for the disadvantaged.	32					
3.6	Systematic follow-up of disadvantaged students (e.g., students completing programs, dropouts, transfers).	33					
3.7	Systematic periodic review of programs and services for the disadvantaged.	34					
3.8	Provision for special services to assist disadvantaged students in occupational programs (e.g., tutoring, bilingual instruction, transportation services, financial aid).	35					
3.9	Coordination of disadvantaged programs and services with other organizations on campus (e.g.,EOP,NYC, MECHA, student clubs).	36					
3.10	Curriculum development to provide disadvantaged students with individualized programs (e.g., orientation programs, individualized learning programs, research projects).	37					
3.11	Systematic valid methods used in identification of disadvantaged students.	38					
RESOURCES		39					
4.1	Qualifications of coordinator(s) and/or director(s) in charge of administering occupational programs and services for the disadvantaged.	40					
4.2	Qualifications of occupational education staff working with the disadvantaged.	41					
4.3	Number of staff necessary for effective program and service implementation.	42					
4.4	Provision for in-service education opportunities for occupational faculty and staff working with disadvantaged students (e.g., teacher training programs, special institutes, seminars, workshops and conference).	43					
4.5	Availability and utilization of instructional facilities for the disadvantaged (e.g., mobile units, learning centers, classrooms).	44					
4.6	Availability and utilization of special instructional materials for the disadvantaged (e.g., special textbooks, reference books, visual aids, mock-ups).	45					
4.7	Participation of advisory committee(s) for the disadvantaged in shaping programs and services.	46					
4.8	Staff development of innovative techniques and creative approaches to teaching, counseling and tutoring of the disadvantaged.	47					
4.9	Adequacy of information system informing disadvantaged students of available programs and services.	48					